

FACTFINDING REPORT and RECOMMENDATIONS
Public Employment Relations Board Case # LA-IM-3785-E
San Ysidro Elementary School District and the San Ysidro Education Association, CTA
Factfinding Dates: April 29 & 30 plus July 17 and Sept. 4, 2014

FACTFINDING PANEL

Don Becker	Chair
John D Gray	District Panel Member
Alva Rivera	Association Panel Member

PRESENTERS

Association: Lian Shoemake, Executive Director South County Teachers United
District: John Rajcic, Atkinson, Andelson, Loya, Ruud & Romo

CONTEXT

The San Ysidro School District (District) is a public school employer within the meaning of Section 3540.1(k) of the Educational Employment Relations Act.

The San Ysidro Education Association, CTA (Association) is a recognized employee organization within the meaning of Section 3540.1(l) of the Educational Employment Relations Act and has been duly recognized as the representative of the non-management certificated bargaining unit of the District.

The parties to this factfinding have complied with the public notice provisions of Government Code section 3547

The parties have complied with the Educational Employment Relations Act with regard to the selection of the Factfinding Panel and are timely and properly before the Panel.

An impasse in bargaining was declared by the Public Employment Relations Board. The mediation process proceeded as scheduled, and the parties met with the mediator in an effort to reach agreement. On March 18, 2014, after four mediation sessions, the mediator certified the matter to factfinding.

The Public Employment Relation Board notified the impartial chair, Mr. Don Becker, of his assignment on or about April 4, 2014.

The parties have met or waived the statutory time limitations applicable to this proceeding.

ISSUES

During the course of negotiations, including mediation, the parties agreed to all issues, except those listed below which are properly before the Panel.

1. Article 1 Term of Agreement
2. Article 8 Leaves
3. Article 9 Class Size
4. Article 10 Hours
5. Article 11 Work Year
6. Article 12 Transfer and Reassignment
7. Article 15 Evaluation
8. Article 18 Compensation and Fringe Benefits
9. Split-Site Assignments
10. Transitional Kindergarten Program

DISCUSSION

Statutory Criteria For Arriving at Recommendations:

In arriving at its findings and recommendations, the factfinders are required to consider, weigh, and be guided by all the following criteria:

- (1) State and federal laws that are applicable to the employer.
- (2) Stipulations of the parties.
- (3) The interests and welfare of the public and the financial ability of the public school employer.
- (4) Comparison of the wages, hours, and conditions of employment of the employees involved in the factfinding proceeding with the wages, hours, and conditions of employment of other employees performing similar services and with other employees generally in public school employment in comparable communities.
- (5) The consumer price index for goods and services, commonly known as the cost of living.
- (6) The overall compensation presently received by the employees, including direct wage compensation, vacations, holidays, and other excused time, insurance and pensions, medical and hospitalization benefits; the continuity and stability of employment; and all other benefits received.
- (7) Any other facts not confined to those specified in paragraphs (1) to (6), inclusive, which are normally or traditionally taken into consideration in making the findings and recommendations.

Ability to Pay

The key issue to this impasse is the financial ability of the District. Complicating communication between the Association and the District is the Association's belief that the District misrepresents its financial position each year. There is a history of the District showing a large deficit as part of its budgets leading up to the end of the fiscal year. However, when the year ends, there not only is no deficit, but rather there is usually a significant positive ending balance. The Association points to this history and

asserts the District is “hiding” money so it can “lowball” the Association during negotiations.

On the other hand, the District points to changes initiated by the State toward the end of each fiscal year, and asserts it is these changes that produce the budgetary surplus. However, the dispute concerning each of the parties’ assertions seems to be trumped by the San Diego County Office of Education.

Education Code section 42127.6 authorizes county superintendents to take various actions upon determining that a school district cannot meet its financial obligations. This includes exercising authority to:

“...stay and rescind any action that is determined to be inconsistent with the ability of a school district to meet its obligations for the current or subsequent fiscal year”.

On March 20, 2013, the Superintendent of the San Diego County Office of Education (“SDCOE”) exercised his authority under Education Code section 42127.6 to appoint a Fiscal Advisor to the San Ysidro School District (“District”) with “Stay and Rescind powers” (see Exhibit A attached). That action gives SDCOE veto power over fiscal actions proposed by the District’s Governing Board.

SDCOE continues to exercise supervisorial control over the District as witnessed by subsequent correspondence from SDCOE (see Exhibit B attached). The San Diego County Office of Education and the Fiscal Crisis Management Team are duly authorized State Agencies with the statutory authority (as noted above) to make findings and exercise supervisory control over the District. In this role, the SDCOE makes a forensic analysis of the District’s current and proposed budgets and effects control via that analysis. Considering its role and its expertise, the findings and recommendations of the SDCOE are entitled to great deference.

In light of the foregoing, I hereby find that the District is facing a financial crisis and has an “inability to maintain the status quo” with regard to employee compensation.

RECOMMENDATIONS

I spent a number of hours with the parties in an effort to facilitate a settlement. As a result of such efforts, plus the presentations of the parties during the factfinding proceedings, and considering all of the statutory criteria listed above, my recommendations regarding a settlement are set forth below.

1) Term

The term of agreement shall be from July 1, 2014 through and including June 30, 2017. Each of the parties shall have the right to re-open salary, health and welfare benefits plus two items each in 2015-2016 and 2016-2017.

The parties have been involved in the current negotiations process for more than a year. The process has been contentious and adversarial. During the process the

membership of the school board has changed and so has the district superintendent. I believe the parties need time to regroup, consider their relationship and focus on the needs of the students. Consequently, I've recommended a three-year period with minimal negotiations that, I hope, will restore calm, cooperation between the parties.

2) Compensation

The certificated salary schedule will be reduced by 2% effective August 1, 2014.

Facing a financial crisis, the District, in conjunction with the County Office of Education, determined that it needed an 8% overall reduction in cost to get back to a sound financial footing. Therefore, in its negotiations with the teachers, it asked for an 8% across-the-board teacher salary reduction. However, because of a State of California waiver of Proportionality in 2013-14, what was restricted revenue became general fund money. Also, through measures instituted by the District and the County Office of Education during fiscal year 2013-14, there was a significant reduction in expenses. Consequently, these measures at the state and local level produced a positive ending balance. That ending balance allowed the District to change its cost saving need from -8% to -2%. Therefore, instead of an 8% reduction, a 2% reduction would be sufficient.

During the facilitation phase of the factfinding, the District proposed a full-day kindergarten, which it asserted would add ADA. This is an important point since the District has been losing ADA on an annual basis. Since State revenue is determined by ADA, a loss of ADA means a loss of revenue and, likewise, a gain in ADA means an increase in revenue.

For this year, the first indications are that there has been a drop in ADA of 212 students from 2013-14 to 2014-15. However, the District was so confident that full-day kindergarten would add ADA that it was willing to move from a -2% change in salaries to no change in salaries. That is, instead of reducing teachers' salaries by 2%, the current salary structure could stay in place. Unfortunately, the parties could not reach agreement on this point. Since full-day kindergarten is not one of the listed impasse issues, it will not be considered in these recommendations. That, therefore, removes one possibility for eliminating a salary reduction.

Consequently, based on my finding set forth above that this District is facing a financial crisis, I recommend that the teacher salary schedule be reduced across-the-board by 2%.

3). Work Year

For 2014-2015, the 186-day work year shall consist of 175 student instructional days, 2 preparation days and 9 professional development days. The District will determine the content of the professional development days. The parties shall meet to determine the content of the 186 workdays for 2015-2016 and 2016-2017.

In 2013 the State Legislature adopted a new approach to funding public schools in

California. As is usual with State funding, this approach had some strings attached. In fact, it requires each governing board to adopt a local control and accountability plan using the template adopted by the State Board of Education. The plan must contain a description of (1) the annual goals for all pupils and each subgroup of pupils identified in the law, and (2) the specific actions the school district will take during each year to achieve those goals, including actions necessary to achieve state priorities. This recommendation will facilitate the District in committing Supplemental and Concentration Grant funds (available through the Local Control Funding Formula) toward compensation for the certificated unit. In particular, this recommendation supports the commitment of such funds to professional development activities to enhance and improve instruction. The policies behind the Local Control Funding Formula were designed to insure that Supplemental and Concentration Grants are used to enhance and improve the educational program and not merely to maintain the status quo.

4) Hours

- a. Any teacher assigned to a six period schedule will teach five periods and receive a preparation period.***
- b. There shall be ten (10) minimum days for parent conferences split between fall and spring.***
- c. Kindergarten teachers shall have 45 minutes per day of non-instructional time that can normally be used for prep***

The parties are essentially in agreement on issues "a" and "b", above and "c" puts kindergarten teachers on the same footing as all other teachers. Currently, once students leave at noon, kindergarten teachers are asked to perform a variety of tasks, which, though important, are not part of a teacher's regular duties. Item "c" above is to remind principals that, under normal conditions, kindergarten teachers should have the same amount of prep time as other teachers.

5). Evaluation Process

The Parties will form a committee with equal membership to explore incorporating pupil testing into the evaluation process and make recommendations by the end of the 2014-15 school year and integrate its recommendations with the SDCOE Evaluator Effectiveness and Evaluation Program.

Using statewide assessments to measure pupil achievement is a specific priority of the State and is one basis for the new funding approach. Since it is one of eight State priorities, it seems certain to happen eventually. Therefore, having teachers participate in the development of the methodology for using statewide assessments seems to be more desirable than having non-teachers develop the methodology and thrusting it upon teachers. Consequently, participating in this effort is an important activity for teachers.

6). Class Size

- a. K-3 class size will average 26.5/1 and the District will continue to comply with TK-3 Grade Span Adjustment requirements.***
- b. Grades 4-8 class size will average 31/1.***

The numbers in the recommendation represent a significant improvement over recent practice within the District. The teachers, nevertheless, are concerned about the differentials between and among classes within a school, i.e., some classes are significantly larger than others. This was the subject of much discussion during the factfinding process and the Association wanted more restrictions on the District's ability to determine class size. However, the Chair must point out that in paragraph D of Class Size in the current agreement, it provides in part:

"The District shall make a reasonable effort to establish a balance in the number of students assigned per class, grade level or subject..."

A "reasonable effort" is certainly open to various interpretations and a teacher can challenge a principal's interpretation through the grievance procedure all the way to arbitration, if necessary. Therefore, the Chair believes the teachers' currently have an adequate remedy to address class-size balancing.

7). Other Issues

- a. The seniority list shall be provided as soon as administratively possible in September of each year.***
- b. Impasse issues listed above that have not been specifically addressed shall remain as no change to the current collective bargaining agreement.***

Some of the Association issues were not fully explored during factfinding, and therefore, fall into this no change arena. For instance, using 1/2-day increments for leave. The proposal doesn't specify which leaves could be used in half-day increments. Was it intended to apply to military leave, sabbatical leave, industrial accident leave or what? Also, the Association asserts that 1/2-day increments will save money since half-day substitutes cost less than full-day subs. True, but how much less? Is it exactly one-half the cost of a full-day sub? If so, then the math works out, but if it's more than one-half, then use of half-day subs would be more expensive. None of this came out during the factfinding, so the Chair is unwilling to make a recommendation that might end up costing more instead of less.

There are several changes sought by the Association that are not unreasonable and under other financial circumstances would receive a positive recommendation from the Chair. Perhaps the parties can address these in the second and third years of the collective bargaining agreement.

8). Implementation

It is recommended that the current collective bargaining agreement be revised to effectuate the changes recommended above.

CONCLUSIONS

It is the hope of the Chair that these recommendations will be used by the parties to bring the current impasse to a negotiated settlement.

It should be noted that the County Office of Education informs the Chair, that the terms of settlement recommended above do not contain sufficient reductions to free the District from oversight by the SDCOE. Even with agreement, the District's Budget would remain, at best, in a "qualified status".

Respectfully submitted,

DP Becker 9/19/2014
Don Becker Date
Chair, San Ysidro School District Factfinding Panel

Concur _____	Concur _____ X _____
Concur in part _____	Concur in part _____
Dissent in part _____	Dissent in part _____
Dissent _____ X _____	Dissent _____

<u>Signed - See attached</u>	<u>9/18/2014</u>	<u>signed</u>	<u>9/18/2014</u>
Alva Rivera	Date	John D Gray	Date
Association Panel Member		District Panel Member	



SAN DIEGO COUNTY OFFICE OF EDUCATION

6401 LINDA VISTA ROAD, SAN DIEGO, CALIFORNIA 92111-7399 (858) 292-3500

Superintendent of Schools
Randolph E. Ward, Ed.D.

March 20, 2013

Mr. Jason Wells, Board President
Ms. Gloria Madera, Assistant Superintendent of Educational Services/Superintendent Designee
San Ysidro School District
4350 Otay Mesa Road
San Ysidro, CA 92173-1685

Dear Mr. Wells and Ms. Madera:

This letter is to inform you that I am appointing Lora Duzyk, Assistant Superintendent, Business Services, as the Fiscal Advisor to the San Ysidro School District effective immediately with all associated Stay and Rescind powers.

I will also be assigning the following to assist Lora in this process:

- Brent Watson, Executive Director, District Financial Services, SDCOE
- G. Wayne Oetken, of G. Wayne Oetken & Associates

Please note that payment of Mr. Oetken's expenses incurred is pursuant to Education Code Section 42127.6(e) (5) (h). The district will pay for 75 percent of Mr. Oetken's fees, with SDCOE paying the remaining 25 percent. All billing for Mr. Oetken's fees will be done through SDCOE.

Any questions or concerns may be directed to Lora at (858) 292-3618 or Brent Watson at (858) 292-3537.

Sincerely,

Randolph E. Ward, Ed. D.
County Superintendent of Schools

REW:LLD:RM

cc: Ms. Dena Whittington, Assistant Superintendent, Business Services, SYSD
Mr. Peter Foggiano, California Department of Education
Ms. Lora L. Duzyk, Assistant Superintendent, Business Services, SDCOE
Mr. Brent Watson, Executive Director, District Financial Services, SDCOE
Mr. G. Wayne Oetken, G. Wayne Oetken & Associates

Board of Education

Mark C. Anderson Susan Hartley Sharon C. Jones Lyn Neylon Gregg Robinson

SERVICE AND LEADERSHIP

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SAN DIEGO COUNTY OFFICE OF EDUCATION

6401 LINDA VISTA ROAD, SAN DIEGO, CALIFORNIA 92111-7399 (858) 292-3500

Superintendent of Schools
Randolph E. Ward, Ed.D.

February 10, 2014

Ms. Gloria Madera
Interim Superintendent
San Ysidro School District
4350 Otay Mesa Road
San Ysidro, CA 92173-1685

RECEIVED
2014 FEB 19 A 8:11
BUSINESS DEPARTMENT

Dear Ms. Madera:

Re: 2013-14 First Interim Report

Our office has completed its review of your First Interim Report (SACS Form 011) in compliance with the provisions of Education Code Section 42130 et seq. The district has submitted a negative certification, which means that the district will be unable to meet its financial obligations for the remainder of the fiscal year or for the subsequent fiscal year.

The district's First Interim Report has been analyzed in the context of the 2013-14 State Budget Act. The State's 2013-14 Education Budget provides for increased funding for schools utilizing the new Local Control Funding Formula (LCFF). We note the district's First Interim Report has aligned its' budgeted revenues to this LCFF model. All of the data submitted by the district has been analyzed and appears to adequately reflect the financial status of your district as of October 31, 2013.

On September 10, 2013 the SDCOE disapproved the San Ysidro School District's 2013-14 budget submission. In our disapproval letter we identified issues with projections of a negative unrestricted ending fund balance, structural deficits in current and upcoming fiscal years, cash concerns and negotiations with bargaining units. With the submission of this report, the district continues to deficit spend significantly in the unrestricted general fund and has to borrow cash every month to pay its current obligations. This structural imbalance is not sustainable and is of great concern to our office both in terms of the district having sufficient cash to pay obligations and maintain a positive fund balance including sufficient reserves for economic uncertainty in 2013-14 and beyond. Thus, significant and immediate expenditure reductions are needed. ***We therefore concur with the District's certification.***

Financial Status in 2013-14 and Beyond

Deficit Spending, Ending Fund Balance and Reserve Requirements

The district continues to deficit spend in the unrestricted general fund as follows:

- Unrestricted Deficit Spending
 - 2013-14 = \$4.0 million

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- 2014-15 = \$3.5 million
- 2015-16 = \$2.9 million
- Projected Unrestricted Ending Fund Balance
 - 2013-14 = -\$1.2 million
 - 2014-15 = -\$4.7 million
 - 2015-16 = -\$7.6 million
- Reductions needed to meet 3% Reserve Requirement
 - 2013-14 = \$2.7 million
 - 2014-15 = \$6.2 million
 - 2015-16 = \$9.1 million

The state requires the district to maintain a Reserve for Economic Uncertainties equal to 3% of expenditures. The district projects that it will not meet this requirement in 2013-14 or beyond. Based on the level of deficit spending identified above, the district will need budget reductions of \$9.1 million over the next three fiscal years to meet the required reserves in the current and ongoing years.

2013-14 Cash Flow

The district is projecting to have a negative cash position in every month of the 2013-14 fiscal year and will continue borrowing from other sources to cover cash concerns and meet current year obligations (taxes, deferred apportionments).

2014-15 Cash Flow

Once again, the district is projecting to have a negative cash position in every month of the 2014-15 fiscal year. SDCOE projects the district will require \$6.9 million in external borrowing to avoid a negative cash position in May and June of 2015, compared with \$2.6 million in principal apportionment funds deferred by the State that the district expects to receive in 2015-16. This is a serious indicator of a severe structural imbalance between revenues and expenses that jeopardizes the fiscal solvency of the district, and requires significant expenditure reductions. The combination of internal borrowing and a Temporary Transfer of Funds from the County Treasury may be insufficient to cover district cash needs in fiscal year 2014-15 under the current budget projections.

Actions to Be Taken By the County Superintendent

Pursuant to EC Section (42127.6(a)(1) the County Superintendent is hereby notifying the governing that the district is in fiscal distress and the basis for its determination. Pursuant to EC Section 42127.6(e), in a district under fiscal distress, the County Superintendent shall take at least one or all actions (1)-(5) listed below. The projections of a negative fund balance for the General Fund in fiscal year 2013-14 and negative cash and fund balance in fiscal year 2014-15 and beyond are the equivalent of a negative interim report certification. Consequently, the County Superintendent will continue to take one or more of the following actions:

1. Develop and impose, in consultation with the Superintendent of Public Instruction and the school district governing board, a budget revision that will enable the district to meet its financial obligations in the current fiscal year

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Ms. Gloria Madera
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2. Stay or rescind any action that is determined to be inconsistent with the ability of the school district to meet its obligations for the current or subsequent fiscal year
3. Assist in developing, in consultation with the District Board, a financial plan that will enable the District to meet its future obligations, and
4. Assist in developing, in consultation with the District Board, a budget for the subsequent fiscal year
5. Appoint a fiscal advisor to perform any or all of the duties prescribed of the County Superintendent under this section

Conclusion

In April of 2013 Lora Duzyk was assigned by the County Superintendent as the Fiscal Advisor for the San Ysidro School District. She will maintain this role until the district has moved out of a negative certification.

Our main concerns with the financial condition of the San Ysidro School District continue to be:

- The district's need to take significant steps to reduce expenditures in sufficient magnitude to have a balanced budget and adequate reserves for 2013-14 and beyond.
- Insuring that sufficient funds exist to cover cash needs.

The district is required to keep us apprised in a timely manner of any actions that impact the financial position of the district. If any additional adverse circumstances arise which would negatively impact the financial condition of the district, please notify this office immediately.

Sincerely,



Lora L. Duzyk
Assistant Superintendent
Business Services Division

LLD: BW: SR-

cc: Mr. Jason Michael-Bradley Wells, Board President, San Ysidro School District
Ms. Dena Whittington, Assistant Superintendent of Business Services, San Ysidro School District
Mr. Brent Watson, Executive Director, District Financial Services, SDCOE

**FACT FINDING PROCEEDINGS UNDER
THE EDUCATION EMPLOYMENT RELATIONS ACT**

In the Matter of the Impasse between **San Ysidro School District** and
San Ysidro Education Association /CTA/NEA

Re: PERB No. LA-IM-3785-E

DISSENTING OPINION

On behalf of the San Ysidro Education Association/CTA/NEA, I respectfully dissent with all but one of the recommendations contained in the Fact Finding Report. The Chair's recommendations are based upon a flawed interpretation of the issues, not based in fact.

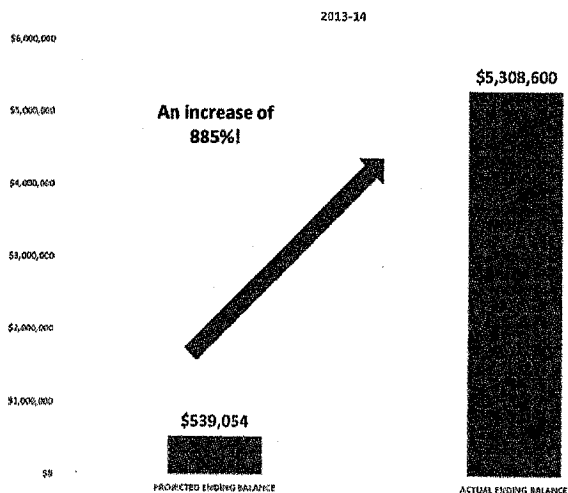
It is important to note SYEA unit members have experienced high class sizes, salary cuts and increased out of pocket costs for benefits over the last seven years.

1. The Chair overlooked much of the evidence provided by SYEA during the hearing and subsequent mediation sessions regarding the district's ability to pay. While the Chair acknowledges the District's continuous miscalculation of the ending balance, he dismissed it entirely in recommending a 2% reduction in salaries. In his report the Chair states:

"There is a history of the District showing a large deficit as part of its budgets leading up to the end of the fiscal year. However, when the year ends, there not only is no deficit, but rather there is usually a significant positive ending balance."

In fact the District ended the year with an ending balance of \$5,308,599, which is \$4.7 million more than projected in the second interim report.

2013-14	
Projected Ending Balance	\$539,054
Actual Ending Balance	\$5,308,600
The Difference	\$4,769,546
% difference	884.80%



The district clearly has the ability to pay the status quo and also has the ability to increase employee compensation. To put it into perspective, a 1% increase to the salary schedule is only

\$181,000. According to the District's 2013-14 Unaudited Actual Report, the District's budgeted undesignated reserve alone would allow the District to increase both salary and benefits retroactively far above the Association's proposal and still have enough money should other needs arise.

In addition, the district's own projections for 2014-15 show an increase in revenue of \$4 million, despite the projected decrease in ADA. Given the district's poor record of budget projections, the increase will surely exceed \$4 million.

2. Continuing and expanding the Extended Day Kindergarten program was an issue both the District and the Association were willing to discuss. However, in the post hearing mediation the District proposed full day kindergarten for the first time. The full day kindergarten issue was not properly negotiated and the district never communicated to the public about it prior to proposing it in mediation. The District ignored the needs and wishes of parents, community and teachers by not communicating openly about the issue. Therefore it is inappropriate to include it in the recommendations.
3. The Chair has a flawed interpretation of the role of the County Office of Education in negotiations. The exhibits the Chair provided from the County Office of Education don't mention salary reductions, but rather, building a financial plan that will enable the District to meet its financial obligations. The County Office of Education primarily looks at whether the total amount of expenditures the district is making will allow the district to meet its required reserve for that year and the next two years. The District can and should reprioritize its expenditures to make students and employees who provide services to the students a priority. The amount of money the District is stockpiling in the books and supplies budget is one example of where the District can make changes. The increase of 561 % is unconscionable in light of the salary reductions the District proposed.
4. SYEA's proposal was only for 2013-14, and neither side ever proposed terms and conditions beyond 2015-16. Going to 2016-17 would essentially make it a four year agreement. The four year term the Chair recommends exceeds the limit in the EERA.
5. The Chair has a flawed interpretation of the role of the County Office of Education in negotiations and the ability for them to change current agreements. The County Office of Education is prohibited from abrogating any collective bargaining agreement. The work calendar for the 2014-15 school year was agreed to by the District and SYEA and they have, in fact, been living under the terms of the agreement since July. (copy attached) The work year for 2016-17 was never sunshined and that year was never part of the negotiations. Therefore the recommendation regarding work year is unnecessary and goes beyond the Chair's authority.

6. I concur with the addition of the language to specify that teachers who work a six period schedule shall teach 5 periods and have one period for preparation.
7. I disagree with the Chair regarding kindergarten teacher preparation time. The intensity of the preparation for transitional kindergarten and kindergarten teachers goes beyond that of the other grade levels due to the limited ability of the very young children to do for themselves. A solid foundation for the younger students is essential to ensure their higher achievement in later years.
8. During the post fact finding hearing mediation the district and Association came to an agreement to maintain the current Evaluation article. Therefore the Chair's recommendation is unnecessary.
9. The recommendation regarding class size is flawed because it is not enforceable. The TK-3 Grade Span Adjustment requires the District to work towards a site average of 24:1. Stating that the average should be 26.5:1 is contradictory.

The Chair recognized current language exists regarding balancing classes. However, the words "reasonable effort" is open to significantly varied interpretations. There are classes that differ in numbers by up to 14 students. This disparity leads to unequal opportunities for students to achieve at the highest levels possible and for teachers to provide an optimal learning environment.

10. The District is fully capable of providing the seniority list to the Association by September 1 of each year and in fact agreed to do so during the post hearing mediation.

Other issues were not addressed because of the Chair's insistence that the parties begin the mediation process. While he promised to read everything, he did not give SYEA the benefit of presenting the facts for each of the issues. He alone made the decision that the issues were not important. Several attempts made to bring up the issues were met with resistance and disregard by the Chair.

With the infusion of more funding for education from the State, most districts are restoring salaries to previous levels, providing additional compensation, better working conditions for the teachers and better learning environments for students. It is my hope that San Ysidro School District will see fit to ensure the success of the students who are entrusted to them by providing the best teaching conditions for the teachers and learning conditions for the students.

Respectfully Submitted



Alva Rivera

Association Representative to the Fact Finding Panel

2014

SAN YSIDRO SCHOOL DISTRICT Tentative WORK CALENDAR

2015

7/30/14

TA between SYSD & SYEA

3:15pm

Month	M	T	W	TH	F	Student Days	Teacher Days	Holidays	
July 2014						7	10	7/4 - Independence Day - Legal Holiday 7/16 - Staff Dev. 7/21 - Individual Prep Day 7/22 - Individual Prep Day 7/23 - First Day for Students	Grade Level/Teacher Collaboration Tch. Prep/Individual Planning
August 2014	4	5	6	7	8	21	21		CCSS PLC/Principal Directed Tch. Prep/Individual Planning Staff Mtg./Principal Directed Grade Level/Teacher Collaboration
September 2014	1	2	3	4	5	14	14	9/1 - Labor Day - Legal Holiday 9/19 - Progress Reports 9/22 - 10/6 Fall Break	CCSS PLC/Principal Directed Tch. Prep/Individual Planning Staff Mtg./Principal Directed
October 2014		7	8	9	10	19	20	10/6 - 1/2 Prep, 1/2 Staff Dev. 10/7 - Students return	Tch. Prep/Individual Planning Staff Mtg./Principal Directed Grade Level/Teacher Collaboration Tch. Individual Planning & Prep
November 2014	3	4	5	6	7	14	14	11/3 - 11/7 - Parent Conferences 11/11 - Veteran's Day Legal Holiday 11/24 - 11/28 Non Instructional days 11/27 - Thanksgiving legal 11/28 - Local holiday	Tch. Prep/Individual Planning Staff Mtg./Principal Directed
December 2014	1	2	3	4	5	15	15	12/22 - 1/12 Winter Break 12/24 - 12/25 Legal Holidays 12/31 - Declared Holiday	CCSS PLC/Principal Directed Tch. Prep/Individual Planning Staff Mtg./Principal Directed
January 2015						13	14	1/1 - New Year's Day Legal Holiday 1/12 - 1/2 Prep, 1/2 Staff Dev. 1/13 - Students Return 1/19 - Martin Luther King Jr. Holiday Legal Holiday	Tch. Prep/Individual Planning Staff Mtg./Principal Directed Grade Level/Teacher Collaboration
February 2015	2	3	4	5	6	18	18	2/13 - Lincoln Holiday 2/16 - Washington Holiday 2/27 - End of second trimester 60 days Elementary	CCSS PLC/Principal Directed Tch. Prep/Individual Planning Staff Mtg./Principal Directed Grade Level/Teacher Collaboration
March 2015	2	3	4	5	6	15	15	3/2 - 3/6 - Parent Conferences 3/23 - 4/3 Spring Break	Tch. Prep/Individual Planning Staff Mtg./Principal Directed
April 2015	6	7	8	9	10	19	19	4/2 - In-lieu of Cesar Chavez Holiday (March 31) 4/3 - Declared Holiday 4/6 - Students Return	Tch. Prep/Individual Planning Staff Mtg./Principal Directed Grade Level/Teacher Collaboration Tch. Individual Planning & Prep
May 2015	4	5	6	7	8	20	20	5/25 - Memorial Day - Legal Holiday	CCSS PLC/Principal Directed Tch. Prep/Individual Planning Staff Mtg./Principal Directed Grade Level/Teacher Collaboration
June 2015	1	2	3	4	5	5	6	6/5 - Last Day for Students 6/5 - End of third trimester 59 days 6/8 - Individual Prep/Last day for Tchrs.	
						180	186		

◇ First/Last Day for Students ○ Minimum Days Legal/Local Holidays
 End of Trimester Elementary △ = Pupil free day (tentative-may be altered as result of labor negotiations)

School Calendar
 Board Approved: _____

Subject to modification if required by Collective Bargaining

SYEA *Kristel Dominguez*
Natalie La Rosa
Wallace

James Luis
Espartero

SYSD: *Barbara Johnson*